

CCLC17 ORIGINAL - 105

**DEPARTMENT OF EDUCATION**  
**21<sup>st</sup> Century Community Learning Centers FY17 RFA**  
**Submission Deadline: November 17, 2016 4:00 EST**

Check application type - **Must be indicated in order for application to be reviewed**

☐ **New Applicant (\$150,000)**

☒ **Continuation Applicant (\$100,000)**

☐ **Expansion Applicant (\$100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

- 1) Cloverport Ind. Schools DISTRICT DUNS # 074088041
- 2) \_\_\_\_\_

<b>Fiscal Agent</b> <u>Cloverport Ind School District</u>	<b>Co-Applicant</b> <u>Breckinridge Co. Public Library</u>
<b>Mailing Address (street, city zip code)</b> <u>214 W. Main, Cloverport, KY 40311</u>	<b>Mailing Address (street, city zip code)</b> <u>308 Old Hwy 60, Hardinsburg, KY 40143</u>
<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> <u>Keith Haynes</u>	<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> <u>Sarah Flood</u>
<b>Project Contact</b> <u>Laura Shultz</u>	
<b>Agency</b> <u>Cloverport Ind Schools</u> <b>Telephone No.</b> <u>270-788-3910</u>	
<b>Fax No.</b> <u>270-788-6290</u> <b>Email</b> <u>laura.shultz@cloverport.kyschools.us</u>	

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21<sup>st</sup> Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

**Fiscal Agent: Superintendent/Chief Executive Officer**

**Date**

Keith Haynes

11-15-16

**Co-Applicant: Superintendent/Chief Executive Officer**

**Date**

Sarah Flood

11/15/16

**Notary Public**

**My commission expires:**

Gail Hale

2-25-18 (Notary Seal)



## **Assurances Requirements for Applicant and Co-Applicant**

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427  
<http://www.ed.gov/policy/elsec/leg/esea02/index.html>)
3. The applicant must have a Data Universal Numbering System (DUNS) number.
4. Administer the 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
5. Adopt and use proper methods of administering 21<sup>st</sup> CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
6. Cooperate in carrying out any evaluation of 21<sup>st</sup> CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
  - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
  - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
  - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
  - Provide documentation of completed federal and state report as required.
12. Comply with provisions of Title IX of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
  - a. Single Audit Act of 1984
  - b. Civil Rights Act of 1964
  - c. Gun-Free Schools Act of 1994
  - d. Americans with Disabilities Act 1990
  - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21<sup>st</sup> CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21<sup>st</sup> Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

- 30. ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**
31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:
- A. Provide a high quality program with evidence of academic progress;
  - B. Implement the program as described in the application;
  - C. Serve number of regular attendee students as stated in the application;
  - D. Meet the minimum hours of operations (hrs/days/weeks/summer)
  - E. Adhere to assigned assurances;
  - F. Submit required reports and documentation in a timely manner;
  - G. Use funds in a responsible and appropriate manner;
  - H. Resolve a non-compliance audit/monitoring finding;
  - I. Submit required data within the given timeframe;
  - J. Implement a required Corrective Action Plan
- 32. ASSURANCE REGARDING CONTINUATION OF FUNDING** - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**
33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

### Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Fiscal Agent Signature and Title**

**Date**

Kell Haynes

11-15-16

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Co-Applicant Signature and Title**

**Date**

Sarah Flood, Director

11/15/16

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

**School Principal** (school being served)

**Date**

Scott Allen

11/15/16

**School Principal** (if more than one school being served)

**Date**

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## 21st CCLC Project Summary

Not to exceed three pages (62-63)

### List Program Goals:

1. Improve the academic achievement of students with a deliberate focus on students performing below grade level.
2. Provide student access to recreational, cultural, health and wellness and social enrichment services in a safe environment to provide for more comprehensive child development.
3. Increase the number of regularly attending students (30 days or more) requesting academic enrichment.
4. Increase the quality of programming and highly qualified staff available to students after school.
5. Increase college and career readiness activities and events for all students with a focus on middle and high school students.
6. Increase family participation in activities that: support children's learning, improve parental education levels, parenting skills and health and wellness.

### List Program Objectives:

- 1.1: Decrease by 10% the number of K-8 students performing below grade level on MAP assessments by Spring 2020
- 1.2: Decrease by 15% the number of high school students scoring below proficiency on KPREP End of Course assessments by Spring 2020
- 1.3: Increase by 15% the number of students performing above the state average in all areas of the ACT by Spring 2020.
- 2.1: Increase by 10% the regular attendance of the after school program by Spring 2020
- 2.2: Increase by 10% the number of MS and HS students participating in the student worker and student entrepreneurship program.
- 2.3 Increase by 15% the number of students and families who partake of the evening meal provided by CACFP.
- 3.1: Increase by 25% the variety of enrichment programs from which students choose to participate each quarter by Fall 2020.
- 3.2: Increase by 25% the number of teacher referrals for academic services provided by the 21<sup>st</sup> CCLC by Spring 2020.
- 4.1: Increase by 50% the number of service hours provided by certified staff by Spring 2020.
- 4.2: Increase by 25% the number of PD hours provided to 21<sup>st</sup> CCLC staff members annually by Spring 2020.
- 5.1: Increase by 20% the opportunities for after school ACT preparatory courses for HS students by Spring 2020
- 5.2: Increase by 25% the number of STEM activities offered to MS and HS students by Spring 2019
- 6.1: Increase by 15% the number of community adults participating in GED courses in collaboration with BC Adult Ed. by Spring 2020.
- 6.2: Increase by 15% the number of community adults participating in Adult Literacy courses in collaboration with BC Public Library by Spring 2020.
- 6.3: Increase by 50% the number of life skills workshop opportunities in collaboration with Community Ed and UK Extension Agency by Spring 2020.



**Describe the participants to be served by the program:**

We will strive to accommodate all students who are in need of services in our school district and no one will be turned away due to inability to pay fees. Of our 388 students, our goal is to have 75 regularly attending students throughout the year. Students who do not reach benchmark on MAPS, KPREP, ACT will be given priority in the program. Middle school and high school students with grades below a C will also be given priority in after school tutoring services. All students will be encouraged to attend enrichment classes and special events.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.1 1.2 1.3	MAP KPREP EOCs ACT	K-3 Reading Initiative, Tutoring, IXL, Read 180, STEM activities, WIN learning	Students performing below proficiency	MAP KPREP EOCs ACT	Decrease in lack of proficiency
2.1 2.2 2.3	Attendance Member Rosters CACFP Records	Increase high interest programs for MS/HS students and offer meals to community	All MS/HS Students and attendee siblings	Attendance Member Rosters CACFP Records	Increase in attendance
3.1 3.2	Cayen Aplus Referral Records	Increase student choice activities and facilitate teacher referrals	All students K-12	Cayen Aplus Referral Records	Increase in activities and teacher referrals
4.1 4.2	Employee time sheets PD Records	Academic Enrichment by certified staff WIN learning PD, Smeckers PD	After school staff	Employee time sheets PD Records	At least 16 hours per week certified time and additional PD
5.1 5.2	Cayen Aplus Cayen Aplus	WIN Learning ACT prep, STEM classroom	MS/HS students performing below proficiency	Cayen Aplus Cayen Aplus	Decrease in lack of proficiency on ACT
6.1 6.2 6.3	Adult Ed Attendance  Adult Literacy Attendance  Cayen Aplus	GED on campus, home visits, Reading Horizons prg, 6 wk. workshop for adults/parents	Parents and adults without a HS diploma and/or struggle with literacy.	Adult Ed Attendance  Adult Literacy Attendance  Cayen Aplus	Increase in participation in GED courses and adult literacy programs and skill building workshops

## Part 1: Need

### Need for programs and services based on multiple sources of data

Cloverport Independent School District serves approximately 388 students. Those students are Kindergarten through 12<sup>th</sup> grade and are located on one campus. In our 5 years of operating a 21<sup>st</sup> CCLC, we have given equal access to all age groups (K-12) in our school district as well as their parents. Cloverport is a small, rural and geographically isolated town in western Kentucky. The population of Cloverport is 1,152. With the closest city of 15,000 at a distance of 40 miles, our students have very little access to enrichment activities outside of the school. Our co-applicant is the Breckinridge County Public Library, whose Cloverport branch library is on our school campus. If the school or the public library do not offer culturally diverse and enriching programming through our current 21<sup>st</sup> CCLC program, there is very little opportunity to do so elsewhere. Our district has a free and reduced lunch rate of 68.51%. As of the last census, the Cloverport, KY unemployment rate is 14.1%, much higher than the Kentucky state unemployment rate of only 5%. Understandably, the rate of those below the poverty line is 25.1% and the median worker income is \$27,813 annually compared to the state average of \$41,576. Only 76.6% of our community members have completed high school and a mere 9.4% hold bachelor's degrees. According to the Robert Johnson Foundation, physical inactivity in our county is 10% higher than the state average and our access to fitness facilities is nearly 30% less than the state average.

### Need for academic improvement

In reviewing students' assessment data from various sources, we can see that we are in need of academic improvement in several areas. Beginning

Brigance Screening	
2016	63.6% "Not Ready"
2015	31.4% "Not Ready"
2014	45.8% "Not Ready"

with our youngest students, the results from the Brigance Screening assessment of incoming Kindergarteners reveals that on average from year to year, 47% of our incoming Kindergarteners are not ready for kindergarten. Many of our students begin school lacking the skills needed to thrive in a kindergarten classroom. This is a setback for teachers and students alike.

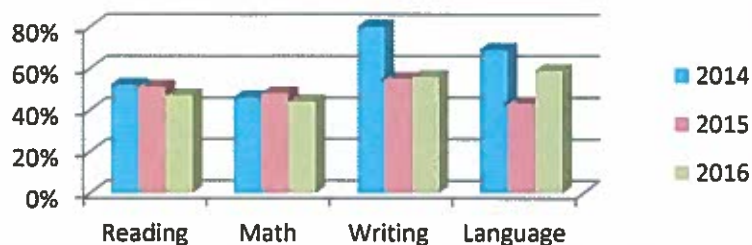
The MAP scores below reflect our academic needs in Math and Reading. There are a significant number of K-8 students who are still performing below grade level in Math, Reading and Language Usage. 40% of K-3 students performed below grade level in Reading, and 41% in Math during Fall testing. Spring scores show improvement as the year progresses, but 25% performed below grade level in Math and 30% below grade level in reading. Middle school scores are similar throughout the year with 47%

performing below grade level in Math and 35% in Reading. The students performing below grade level will be our first priority in serving our student population.

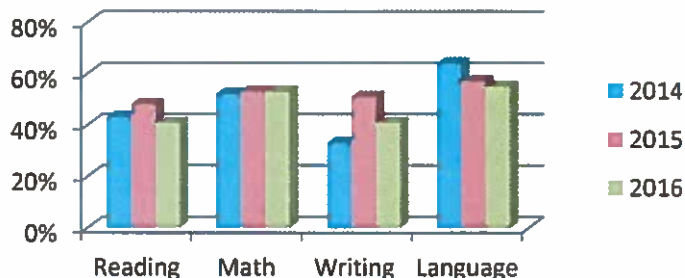
In the latest KPREP

assessment, we have an increase in elementary students who have scored below proficiency in writing and language mechanics. In middle school KPREP Math and Language scores are in most need of improvement with over 50% of our students performing below proficiency in those areas.

**KPREP- Elementary performing below grade level**



**KPREP- M.S. performing below grade level**



	English II		Algebra II		Biology		US History	
	Dist.	State	Dist.	State	Dist.	State	Dist.	State
2016	44%	44%	85%	58%	73%	63%	72%	40.9
2015	48%	43%	61%	62%	78%	60%	62%	43.1
2014	62%	45%	89%	62%	86%	60%	52%	42%

As you can see in the chart to the right, we have a considerable number of students who are

performing below proficiency in Algebra II, Biology and US History KPREP End of Course assessments. The percentage of those performing below proficiency is also substantially higher than the

state averages for

performance. Also, our ACT

scores are at least a full

point below the state

average in all areas on the

Grade 11 ACT District Avg. Scores vs. State Avg. scores										
	English		Math		Reading		Science		Composite	
	Dist.	State	Dist.	State	Dist.	State	Dist.	State	Dist.	State
2016	17.8	19	18.6	19	18.9	19.9	19.7	19.8	18.9	19.5
2015	16.8	19	18.2	18.9	18	19.8	18.3	19.3	18	19.4
2014	17.1	18.7	18.1	19.2	18.9	19.6	18.9	19.6	18.4	19.4

ACT. High school students who are performing below grade level/proficiency in these areas will be our priority in serving our high school students.

#### Participants to be served by the project

We will strive to accommodate all students who are in need of services in our school district and no one will be turned away due to inability to pay fees. Of our 388 students, our goal is to have 75 regularly attending students throughout the year. Students who do not reach benchmark on MAPS, KPREP, ACT will be given priority in the program. Middle school and high school students with grades below a C will also be given priority in after school tutoring services. All students will be encouraged to attend enrichment classes and special events.

#### Risk factors and remedies for each targeted population

Areas of Low Academic Achievement	
Current Remedies in FY11 Grant	Enhancements for FY17 Grant
-Extended library hours and services -Tutoring services with Certified Staff	- K-3 Reading Initiative utilizing certified staff and small group tutoring



<ul style="list-style-type: none"> <li>-Homework Help</li> <li>-Daily Academic Enrichment Activities</li> <li>-Close Collaboration with teachers in PLCs</li> </ul> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>-76% of regular attendees achieved high ELA grades or increased their grade from fall to spring.</li> <li>-54% of regular attendees achieved high Math grades or increased their grade from fall to spring.</li> <li>-Reg. attendees scoring below grade level on MAP scores decreased by an average of 24% in Math and 11% in Reading from fall to spring.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased access to IXL program to further connect daytime learning with after school learning</li> <li>- Increased use of certified staff in all areas of the program</li> <li>- Increased communication with teachers and parents regarding progress and movement in the after school program</li> <li>- Creation of STEM classroom to facilitate hands-on and project-based learning.</li> <li>- Read 180 curriculum within reading intervention program</li> </ul>
<b>Lack of Safe and Supportive Environment</b>	
<b>Current Remedies in FY11 Grant</b>	<b>Enhancements for FY17 Grant</b>
<ul style="list-style-type: none"> <li>- Center is open from 2:45 – 5:45 and provides snack and evening meal</li> <li>- Summer program are offered 4-5 weeks throughout the summer, 5 days/week.</li> <li>- Public Library (co-applicant) offers literacy and parent/student activities weekly for students and families throughout the year.</li> </ul> <p><b>Successes:</b></p> <p>On average, from 2011-2016, our program had 77 regular attendees annually from the small K-12 population of 388.</p>	<ul style="list-style-type: none"> <li>-Student worker and entrepreneurship program will give middle and high school students greater access and increase interest in after school activities</li> </ul>
<b>Lack of Parental Education</b>	
<b>Current Remedies in FY11 Grant</b>	<b>Enhancements for FY17 Grant</b>
<ul style="list-style-type: none"> <li>-Collaboration with public library to increased access to books and technology</li> <li>-Born Learning Family Program</li> <li>-Parental Involvement activities to educate parents on helping their students.</li> </ul> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>-From 2011-2016, we have hosted family literacy activities each quarter with an average of 207 parents and students in attendance.</li> <li>-Since 2011, there have been 197 GED received in our community.</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of Adult Literacy center on school grounds.</li> <li>-Expanded collaboration with Adult Ed and Community Ed to provide not only GED courses, but literacy classes as well.</li> <li>-Activities will be brought to parents by bringing education programs to parents at home.</li> </ul>
<b>Lack of nutrition and fitness resources</b>	
<b>Current Remedies in FY11 Grant</b>	<b>Enhancements for FY17 Grant</b>
<ul style="list-style-type: none"> <li>- UK Ext. Health/Family science program</li> <li>- Yoga, Zumba, Gymnastics classes</li> <li>- Access to CISD health and wellness center</li> <li>- Daily recreation and physical fitness</li> </ul> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>-Attendance of our fitness classes average 31 adults and students twice weekly.</li> <li>- Health and Fitness membership is at 47 with 36 of those being family</li> </ul>	<ul style="list-style-type: none"> <li>- UK Ext. Agency expansion to cover health eating and cooking classes for all ages monthly</li> <li>- Health Department speakers monthly to discuss health care and fitness.</li> </ul>

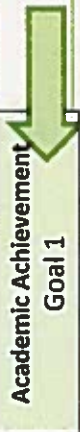
memberships. -Elementary students have shown increased interest in fitness activities and have initiated the creation of a new cross country team and archery team.	
<b>Limited cultural/enrichment activities</b>	
<b>Current Remedies in FY11 Grant</b>	<b>Enhancements for FY17 Grant</b>
<ul style="list-style-type: none"> <li>- Art Courses</li> <li>- Drama Program</li> <li>- Field Trips</li> <li>- Visiting authors and performers</li> </ul> <p><b><u>Successes:</u></b></p> <ul style="list-style-type: none"> <li>- An average of 197 students per year, out of approximately 400 students, have registered to participate in our enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of STEM classroom to facilitate hands-on and project-based learning.</li> </ul>




Establishes a clear link between identified needs and expected outcomes:

Included in chart below under Quality of Plan

## Part 2: Quality of Plan

Measurable Goals, Objectives, Expected Outcomes Activities as related to Needs.

Identified Need		Expected Outcome	Program Activities/Services
	<b>Supporting Data:</b>  Areas of Low Academic Achievement	1. 47% of incoming kindergarteners are deemed "not ready" for Kindergarten. 2. 42% of K-3 students perform below grade level in MAP Math and 41% in MAP Reading. 3. 47% of 6 <sup>th</sup> -8 <sup>th</sup> perform below grade level in MAP Math and 35% in MAP Reading 4.85% of HS students in Alg. II performed below proficiency on KPREP EOCs 5. 73% of HS students in Biology and 72% in US History performed below proficiency on KPREP EOCs. 6. CISD Grade 11 ACT scores are 1.4 points below state average composite score.	
	Obj. 1.1 MAP	The number of regular attendees scoring below grade level/proficiency on MAP and KPREP will decrease more so than those who do not attend the program.	K-3 reading intervention program, Read 180, daily academic enrichment as an extension of the school day lessons, taught by certified staff, STAR reading and math programs to assess students' needs, increased IXL access to tie school day lessons with after school achievements, creation of STEM classroom to engage students in content in new and different ways.
	Obj. 1.2 KPREP EOCs	The number of regular attendees scoring below proficiency on EOCs will decrease more so than those who do not attend the program.	Teacher referrals to enrichment/tutoring programs, creation of Adult Literacy Center to encourage struggling HS readers, enrichment and remediation courses offered to high school students by certified staff.
	Obj. 1.3 ACT	There will be a reduction in the number of regular attendees who do not meet benchmark on the ACT.	Increase number of teacher referrals to enrichment/tutoring programs, creation of Adult Literacy Center to encourage struggling HS readers, enrichment and

			remediation courses offered to high school students by certified staff.
	<b>Identified Need</b>	<b>Expected Outcome</b>	<b>Program Activities/Services</b>
 <b>Non-Cognitive Enrichment</b> <b>Goal 2</b>	<b>Supporting Data:</b> Lack of supportive, safe environment	1. Our district has a free and reduced lunch rate of 68.5% - USDA 2. Unemployment rate - 14.1% - US Census 3. Rate of those living under the poverty line – 25.1% US Census 4. Geographically isolated – 40 miles from closest city of 15,000 – US Census 5. 10% higher inactivity and 30% less access to fitness facilities than state average – Robert Johnson Foundation.	
	Obj. 2.1 Social/Emotional Development	Increase in attendance of high-interest afterschool enrichment activities resulting is improved academic and social development.	Drama program, art workshops, fitness classes, field trips, visiting authors and performers, STEM classroom activities, literacy programs from BCPL,
	Obj. 2.2 Entrepreneurship and Leadership	Increased work ethic and leadership skills in high school participants.	HS student employment opportunities and entrepreneurial opportunities, resume workshops, leaderships clubs (ie KYYMCA Youth Club, GRIT team, BETA)
	Obj. 2.3 Evening Meal	Provide regular attendees an evening meal including siblings of regular attendees Ease the financial and scheduling burden on many families.	Participate in USDA snack and supper program, serve snack and supper M-R.
	<b>Identified Need</b>	<b>Expected Outcome</b>	<b>Program Activities/Services</b>
 <b>Increase Regular Attendance</b> <b>Goal 3</b>	<b>Supporting Data:</b> Increase in attendance	1. Attendance at the middle and high school level are just over a ¼ of total attendance.- Cayen Aplus data 2. Regular attendance decreases in January and February each year – Cayen Aplus Data	
	Obj. 3.1 Student Choice	Attendance will increase due high interest activities and offering students more choice among enrichment activities.	Student/parent/teacher surveys, activities will rotate quarterly, increase of certified staff, increase of high interest activities, upper grades activities
	Obj. 3.2 Teacher referrals	Attendance of academic enrichment and tutoring will increase due to teacher input and involvement in the referral process.	Training for teachers and staff detailing the referral process, 21 <sup>st</sup> CCLC staff in attendance at team meetings, 21 <sup>st</sup> CCLC staff in attendance at community and family events to promote the program.
	<b>Identified Need</b>	<b>Expected Outcome</b>	<b>Program Activities/Services</b>
 <b>Program Quality and Staff</b> <b>Goal 4</b>	<b>Supporting Data:</b> Lack of highly qualified staff/programming	1. The average number of certified staff hours per week in 2015-2016 was 8 hours – Cayen APlus data 2. The number of enrichment programs offered and ability to offer variations 3. Limited PD for after school staff	
	Obj. 4.1	The number of certified staff hours spent in the after school program will increase the amount of high quality instruction and student achievement	Academic tutoring provided by certified staff, academic enrichment (STEM) workshops provided by certified staff.



College and Career Readiness Goal 5	Obj. 4.2	Increase level of high quality programming by offering additional and relevant professional development.	WIN learning training, Smeckers literacy training, regional and multi-state training
	<b>Identified Need</b>	<b>Expected Outcome</b>	<b>Program Activities/Services</b>
	Supporting Data	1. ACT scores 2. CERT scores 3. CCR for 2015-2016 4. Number of CCR activities held in elementary vs. MS & HS	
	Obj. 5.1	Students attendance at ACT prep courses will increase and fewer students will score below proficiency on ACT	WIN learning online program ACT prep
	Obj. 5.2	High interest STEM activities will increase MS/HS student attendance for academic enrichment and fewer students will perform below proficiency on ACT and EOCs	Creation of STEM classroom and activities
Family Participation Goal 6	<b>Identified Need</b>	<b>Expected Outcome</b>	<b>Program Activities/Services</b>
	Supporting Data	1. Education level in county/city 2. Literacy rates in city/county 3. Family participation - current 4. Financial needs (basic needs, Christmas, etc.)	
	Obj. 6.1	Increase the number of adults participating in GED courses and attaining a GED.	Collaboration with Adult Ed Services for on-campus GED classes.
	Obj. 6.2	Increase the number of adults participating in Adult Literacy courses and improve the adult literacy level of students' families.	Collaborate with Community Ed. And BCP Library to open an Adult Literacy Center for young adults and families.
	Obj. 6.3	Increase the life skills of community families including health and nutrition, career and financial literacy.	Offer enrichment courses in collaboration with the UK Extension Agency

#### Connections between program offerings and KY Academic Standards

The academic enrichment activities will be developed and presented in collaboration with certified teachers to ensure activities are in alignment with their school day work which is based in the Kentucky Academic Standards in all academic areas. Reading, language and math academic standards will be the main priority to address the identified needs of our students. To further interlink the after school programming with KY Academic Standards, our daytime teachers and after school teachers will be utilizing STAR Reading and STAR Math as a formative assessment in the progress of our



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students. The students who come to our program for academic improvement will be assessed by the STAR programs which not only pinpoint the student's academic needs, but tie those directly to the KY Academic Standards. This information will be used by daytime and after school staff to guide instruction for each student.

#### Improving K-3 Reading Proficiency

Our K-3 Reading Intervention Program will take place each day after homework help. Students who are performing below grade level on MAP and/or KPREP assessments will be referred to the reading intervention program during the regularly scheduled academic enrichment time. Our certified teachers will use resources from Reading 180 assess, instruct, and monitor learning for struggling students in grades K-3. During this time we will reinforce the use of reading strategies as an extension of the reading strategies utilized in the daytime including vocabulary enrichment strategies, instant sight word recognition, direct instruction of idioms, hyperbole and lots of practice with inference. Students will also be exposed to literature, both classic and contemporary, so that they have that essential background in reading. Students will be assessed with STAR Reading at least once a month to ensure learning is progressing. This program will take place in our new library facility in order to benefit from the additional resources, library services and library staff. Some of our student tutors will also be assigned to the Reading Intervention Program to assist certified staff and library staff in reading with students and practicing reading strategies.

#### Activities/Services and the Principles of Effectiveness

Our program activities and services are listed in the green chart above. The **assessment of objective data** regarding need for our after school programs is evidenced by the objective data obtained from the MAP, KPREP, ACT and Brigance data detailed in the needs section. Also, the demographic data as well as Cayen data

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collected from the previous 5 years of programming gave us objective data such as program attendance, discipline referrals, school day attendance, parent participation, and programmatic details from which we developed needs based programming.

The **established set of performance measures** aimed at ensuring quality academic enrichment opportunities are used at the individual student level to assess the academic progress of each student as well as to assess the program as a whole. Academic enrichment classes will include consistent collection of data through STAR and MAP assessments as well as KPREP. Informal data collection will occur each nine weeks through student/parent surveys and attendance records to assess student/family interest in non-cognitive enrichment services and Cayen data and Youth Program Quality Assessments (YPQA) will be used to evaluate the progress of the after school program in its entirety.

**Scientifically-based research** provides evidence that the programs we have developed are in line with the needs of our students. Our reading intervention program is based in scientific research that has identified 5 early reading skills that are essential to a child's ability to read, but their overall academic experience – phonemic awareness, phonics, vocabulary, reading comprehension, and reading fluency. (Univ. of Michigan, 2010). Our enrichment programs are supported by scientific evidence that students in isolated communities are at an increased risk for not achieving their potential due to limited access to student services and programs, lack of cultural amenities, fear of the unknown, lack of self-esteem, and lowered career aspirations due to lack of role models or knowledge of options (Tompkins and Deloney, 2008). Our health and fitness programs are supported by research demonstrating that low-income families have less access to healthy food choices and opportunities for physical activity. (CDC, 2009)

Linking program activities and curriculum to school day learning

Our use of certified staff and a certified reading interventionist will be critical in connecting our after school program with daytime activities. By utilizing daytime certified staff as our main source of academic enrichment instructors, our students have an unbroken link to the school day curriculum. Read 180 and IXL will be a continuation of what is being utilized for intervention with students during the day.

In addition, the program director will meet with classroom teachers and the reading interventionist in a formal meeting each week (PLC).

#### Communication with school day teachers to monitor student needs and progress

Each day our students come to the after school program with an attendance sheet for their classroom. Each student attending Ace Academy that afternoon is listed, as well as their assignments for the evening. This attendance sheet is used by all teachers so they can list any comments about a students work or progress. As stated above, the PLC meetings will be attended weekly by the program director and site coordinator to ensure student progress is communicated not only between daytime teachers, but with after school staff as well.

#### Connections between proposed programming and identified needs of students/families

Identified Need	Supporting Data
<b>Areas of Low Academic Achievement</b>	1. 47% of incoming kindergarteners are deemed "not ready" for Kindergarten. 2. 42% of K-3 students perform below grade level in MAP Math and 41% in MAP Reading. 3. 47% of 6 <sup>th</sup> -8 <sup>th</sup> perform below grade level in MAP Math and 35% in MAP Reading 4. 85% of HS students in Alg. II performed below proficiency on KPREP EOCs 5. 73% of HS students in Biology and 72% in US History performed below proficiency on KPREP EOCs. 6. CISD Grade 11 ACT scores are 1.4 points below state average composite score.
<b>Activities and Programming</b> - K-3 reading intervention program, Read 180, daily academic enrichment as an extension of the school day lessons, classes/tutoring taught by certified staff, STAR reading and math programs to assess students' needs, increased IXL access to tie school day lessons with after school achievements, creation of STEM classroom to engage students in content in new and different ways, increased teacher referrals to enrichment/tutoring programs, creation of Adult Literacy Center to encourage struggling HS readers, enrichment and remediation courses offered to high school students by certified staff, WIN Learning to improve ACT scores.	
Identified Need	Supporting Data

<b>Lack of supportive, safe environment</b>	<ol style="list-style-type: none"> <li>1. Our district has a free and reduced lunch rate of 68.5% - USDA</li> <li>2. Unemployment rate - 14.1% - US Census</li> <li>3. Rate of those living under the poverty line – 25.1% US Census</li> <li>4. Geographically isolated – 40 miles from closest city of 15,000 – US Census</li> <li>5. 10% higher inactivity and 30% less access to fitness facilities than state average – Robert Johnson Foundation.</li> </ol>
<b>Activities and Programming</b> Drama program, art workshops, fitness classes, field trips, visiting authors and performers, STEM classroom activities, financial literacy, literacy programs from BCPL, HS student employment opportunities and entrepreneurial opportunities, resume workshops, leaderships clubs (ie KYYMCA Youth Club, GRIT team, BETA), participate in USDA snack and supper program, serve snack and supper M-R.	
<b>Identified Need</b>	<b>Supporting Data</b>
<b>Lack of attendance in MS/HS and Jan/Feb.</b>	<ol style="list-style-type: none"> <li>1. Attendance at the middle and high school level are just over a ¼ of total attendance.- Cayen Aplus data</li> <li>2. Regular attendance decreases in January and February each year – Cayen Aplus Data</li> </ol>
<b>Activities and Programming</b> Student/parent/teacher surveys, activities will rotate quarterly, increase of certified staff, increase of high interest activities, upper grades activities, training for teachers and staff detailing the referral process, 21 <sup>st</sup> CCLC staff in attendance at team meetings, 21 <sup>st</sup> CCLC staff in attendance at community and family events to promote the program.	
<b>Identified Need</b>	<b>Supporting Data</b>
<b>Lack of highly qualified staff/programming</b>	<ol style="list-style-type: none"> <li>1. The average number of certified staff hours per week in 2015-2016 was 8 hours – Cayen APlus data</li> <li>2. The number of enrichment programs offered and ability to offer variations</li> <li>3. Limited PD for after school staff</li> </ol>
<b>Activities and Programming</b> Increase in academic tutoring provided by certified staff, academic enrichment (STEM) workshops provided by certified staff and PD for school staff regarding after school programming, 21 <sup>st</sup> century skills and classrooms, STEM trainings,	
<b>Identified Need</b>	<b>Supporting Data</b>
<b>Lack of CCR in HS students</b>	<ol style="list-style-type: none"> <li>1. 2016 ACT scores were significantly lower than state average At least 1.5 points lower than state average in all areas.</li> <li>2. 96.2% of HS Seniors were CCR in 2015-2016. Without the option of COMPASS testing, we currently have 12% CCR for 2016-2017 seniors</li> </ol>
<b>Activities and Programming</b> WIN Learning classes after school to improve ACT scores, training for staff on WIN learning and other ACT prep strategies, High interest STEM activities related to coursework to encourage growth in ACT and EOC scores.	
<b>Identified Need</b>	<b>Supporting Data</b>
<b>Lack of Parental Education Level</b>	<ol style="list-style-type: none"> <li>1. Education level in county/city</li> <li>2. Literacy rates in city/county</li> <li>3. Family participation - current</li> <li>4. Financial needs (basic needs, Christmas, etc.)</li> </ol>
<b>Activities and Programming</b> Collaboration with Adult Ed Services for on-campus GED classes. Collaborate with Community Ed. And BCP Library to open an Adult Literacy Center for young adults and families. Offer enrichment courses in collaboration with the UK Extension Agency	

### Increasing C.C.R. awareness and culture, and increase state benchmark attainment

We will extend our college and career readiness programs further into the elementary school by involving them in lessons and public speaking events regarding career options to continue creating a CCR culture. We will foster the CCR culture in our school through the rigorous and relevant 21<sup>st</sup> skills we will teach to our students. The after school program provides activities and programs that support critical thinking, problem solving and communication skills that are essential to the modern workplace. Through efforts to improve state and local assessment scores and the enrichment classes aimed at improving health and fitness, financial literacy, employment opportunities and entrepreneurial opportunities, our after school program will be a constant reminder to students and families that our goal is for every student to be college and/or career ready upon graduation. The after school program director works closely with our C.C.R. Center Director to provide our high school students with not only tutoring and ACT prep, but opportunities to job shadow and co-op. Our students are also offered the opportunity to participate in the after school student worker program. Students apply and interview for these positions, which include student tutors, office assistants, custodial assistants, and cafeteria assistants. We currently employ 8 high school students in our after school program. With the continuation grant, we plan to expand this program and create an entrepreneurship program. This program will allow students to design and execute a business of their choice to increase awareness of career options and real world life skills.

### Staff Recruitment and Retention:

Our district recruits employees using the online posting and application process available on the school's website. The postings are emailed to every employee and are posted in the community buildings and common areas in school buildings. Our program

is currently staffed by 6 certified employees and 3 classified employees. The program has had a strong retention rate for the past 4 years. We have kept the vast majority of our staff in some capacity since we began. Each employee works 2-3 days a week to avoid burnout. Certified staff members stay after school 1.5 hours to facilitate tutoring and academic enrichment classes. Classified staff who do not work during the school day stay through dinner at the end of our program. The program director works closely with staff to encourage retention by sharing opinions and ideas, and to resolve difficulties that may arise. We also keep a few subs at the ready so it is a simple process to take a day off from the after school program.

#### Professional Development Plan and Timeline

Staff will attend all required PD offered at the state level pertaining to the 21<sup>st</sup> CCLC Grant and for the proper administration of the 21<sup>st</sup> CCLC grant. Ace Academy Staff will be required to attend all relevant district PD as well as job-specific PD.

Timeline	Professional Development
August 2017 or within 30 days of hire	- Orientation to the 21 <sup>st</sup> CCLC, overview of job responsibilities, confidentiality - Blood borne pathogen, First Aid
August 2017 or within 60 days of hire	- CPR - Data collection, CACFP documentation, Academic Standards
Summer 2017	- Level 1 21 <sup>st</sup> CCLC (for new directors/coordinators)
Summer 2017	- APLUS Data Training
Summer 2017	- Leader in Me PD provided by the district
Fall 2017	- 21 <sup>st</sup> CCLC State and Regional Meetings
Fall 2017	- Director's Meeting
Fall 2017	- WIN learning PD
Ongoing	- Networking and colleague learning opportunities (Professional Learning Community meetings)
Fall 2018	- Smekens Writing and Language in collaboration with district

### **Part 3: Project Design**

#### Experience with implementing after school programs

In February of 2011 we were awarded our first 21<sup>st</sup> CCLC grant. At the beginning of the 2011-2012 school year, our program was in full swing. The "current remedies" listed in the purple chart on page 6 are the programs we have implemented in the last 5 years

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and the success of those programs is listed there as well. In the course of our nearly 5 years of programming, the students have shown significant improvement in math and reading grades. In our latest center profile (2014-2015), 76% of our regularly attending students maintained the highest grade in reading or increased their reading grade during the school year. 54% of our regular students maintained the highest grade in math or increased their math grade during the school year. Over the last 5 years, we have had an average of 77 regular participants in our program with 43 of those being in attendance 60 or more days. Our district is K-12 on one campus with just over 400 students. We have provided homework help, tutoring, ACT prep and countless academic enrichment programs for our students as well as numerous opportunities for students to participate in activities such as gymnastics, elementary and middle school/high school drama productions, art workshops, invention and leadership programs and many STEM programs that the students would not otherwise have had an opportunity to attend. In 2014 our center was monitored by the state and we received a glowing report of our level of programming and staff. We were commended for our organization, richness of programming, an impressive number of students from all age groups in attendance, the strength of our partnerships with community organizations, strong support from school administration at school and district levels, and most of all the participation of our students in the evening meal. A copy of our handbook was taken to be used as an example at the state level as well. We have a strong student, parent and teacher following of Ace Academy and we have watched this after school program change the face of our school and community.

#### Extent of programs and services to students and families

Ace Academy has served an average of 186 students, and an average of 77 regularly attending students. We never turn any student away based on ability to pay and we



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seek out students who are performing below grade level and are exhibiting risky behaviors. The program will be staffed by approximately 9-10 employees. ACE (Afterschool Continuing Education) Plans, are described in detail in the evaluation section of this grant and will be used by the program director to monitor student progress in collaboration with teachers and parents.

The program will be open Monday-Thursday 2:40 p.m.-5:40 p.m. In the afternoon, elementary students gather in the cafeteria after dismissal at 2:40 to have a snack provided by the USDA at-risk snack and meal program. At 2:55, students divide into groups based on grade level and travel to their assigned classroom for Homework Help. 3:00- 3:30 will be used to complete homework with assistance from Ace Academy staff. Students who have completed their homework will use the Ace Academy iPads to practice reading and math skills on IXL.

From 3:30-4:25, students will receive remediation and/or acceleration from certified staff. This academic enrichment will be additional time for teachers to work with students on lessons from the school day. The small group atmosphere and individualized teaching is a research based strategy to improve the academic performance of students. This will also be the designated time for K-3 students to receive reading intervention program services. Special needs students enrolled in our program will be accommodated according to their disability throughout the program. Accommodations may include, but are not limited to individual assistance, change of location, and differentiated schedule

From 4:25 to 5:20, the students and staff will shift gears into enrichment activities. The activities are planned according to interest surveys of the student body and include clubs and workshops in our STEM classroom including coding, robotics and 3D printing activities, cooking lessons, art programs, project based MindWorks curriculum lessons



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including language arts, math, science and reading, gymnastics, drama, Y-club leadership, student worker program, and book clubs. In this continuation of our grant, we will create a larger base of activities to provide each day that will allow students to choose their enrichment activity each day.

Students will have the opportunity to visit our newly constructed public library during after school hours. The school library is an in-house extension of the Breckinridge County Public Library and is serving as our co-applicant. We are in a uniquely beneficial position to partner with the public library. The library has extended hours in order to better serve our program. They are open until 5:30 to ensure our after school students and community members can benefit from the library resources. Again, students will have access to the IXL program, which capitalizes on the use of multimedia and provides a great interactive resource for teachers, parents and students to enhance reading comprehension, language arts, and math performance levels. Middle and high school programming has varied widely from K-5 over the years to accomplish the difficult task of attracting older students. Tutoring for high school students will be offered several times per week to fit the busy schedules of our middle and high school students. ACT Prep courses are offered through the winter by our high school teachers to better prepare students for their spring ACT tests. WIN Learning is an ACT prep program that we will be using to prepare our students for the ACT and increase the number of students who are meeting benchmarks. We collaborate fully with our College and Career Readiness Center director to determine what our students needs are in the areas of CCR and work towards improving those areas. The CCR Center will continue to offer programs monthly to all high school students and their parents in order to raise awareness of the importance of the ACT and college planning.

At 5:20, students gather in the cafeteria for an evening meal. Due to the significant number of students who qualify for free and reduced lunch, providing a meal for students eases the financial burden on families. This meal is provided through the same USDA Food program that we utilize for the snacks.

At 5:40 the bus will be loaded and parents can pick up their children. Students who ride the bus are transported to designated drop-off locations. Some students can be dropped off at their door depending on the location of their home. We run a simple route through the city limits and for those students who live in areas outside of the city limits, we set up public drop-off locations at which parents meet the bus.

The middle school and high school programs will be available Monday through Thursday as well. Their schedule will be slightly different to accommodate older students. When the bell rings at 2:40, they will be offered a grab and go snack in the cafeteria, after which, they will report to the classroom of the teacher from whom they will be receiving tutoring services, ACT prep, STEM workshops, etc. When their programming is over, they will join us for supper and transportation home.

Summer programming will be held for 4 weeks in the summer and will run from 8:00 – 2:00 Monday through Friday. The schedule of activities will be similar to that of the school year, but with the extended day, we will be able to utilize the Mindworks project based curriculum as well as provide field trips throughout the 4 weeks.

The 21<sup>st</sup> CCLC program will collaborate with Adult Education and Community Education to provide programs and services to parents. GED classes and Adult Literacy classes will be hosted at Cloverport Schools campus and will enable many Cloverport adults to attend adult education classes within walking distance of their homes. Please see the adult skill building section on page 24 for more program details.

Timeline for implementing programs and services

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Ace Academy programming will begin in August 2017. During the summer of 2017, Ace Academy positions will be posted and hired. When grant funds become available in July, hired staff will attend necessary trainings. Programming specifics and schedule details will be completed over the summer as well. During August, information and registration forms will be available to students and parents in public buildings and local businesses as well as on the school website. We will also have a booth at the school open house and the community festival to advertise and register students. Programming will begin during the second week of school in August. Summer programming will not be held until June of 2018 to ensure adequate time to plan the program and hire staff for summer programming.

#### Identifying Students and Prioritizing Enrollment

We strive to include all students who have an interest in our after school program, however, students who are performing below grade level will be a top priority for our academic enrichment and reading intervention programs. As stated before, we have a large percentage of our families living in poverty. We target those students whose parents have a low level of educational attainment in order to aid those students in completion of homework as it may be a challenge for parents to help at home. Involving those students whose parents have low education levels also gives us the opportunity to build rapport with adults who would benefit from our adult literacy programs.

#### Including Students In Private Schools

Within our county, we have three private schools and several home schooled students. Each year, we place an ad in the local newspaper and on the local radio station to advertise our after school program. In the ad, homeschooling parents are encouraged to contact us if they are interested in our program. The three private schools are all very small, faith based organizations, so we have been able to announce our program

in the church bulletins. Our school transportation program covers a large portion of our county in collaboration with the county school's transportation program and makes it possible for private school students to be transported to our program.

Safety and Accessibility of Program Site:

Our campus is located in the city limits of Cloverport within walking distance for many students. Grades K-12 are located in one building with separate elementary, middle and high school halls. The cafeteria is located centrally in the building and will be a gathering place for meals and large group programs. All outside doors remain locked and are monitored by video surveillance. To ensure a smooth communication between the front office and the site coordinator, the site coordinator carries a cell phone at all times. The cell phone number will be given to all parents and used in all printed materials as the "Ace Academy" contact number. This will allow the site coordinator to accept parent phone calls at any time during the program and contact the other staff members as needed. The nurse's office remains open during our program and we have access to the locked emergency medication cabinet. Non-emergency medication is not given to students during the program, therefore, non-emergency medication stays locked in the nurse's office. Student safety will be ensured by following school day emergency procedures (fire, tornado, earthquake, lock-down procedures). Elementary students will be escorted between activities and always supervised by adult staff. Student information will be kept on site in the director's office, but will be accessible to all Ace Academy staff. Student Information will include emergency contact information and a list of persons who may sign the student out. Sign in/out documentation will be maintained daily to ensure we are aware of the location of students at all times.

### Timelines for practicing emergency drills in the afterschool program

<b>Fire Drill</b>	<ul style="list-style-type: none"><li>- 2 drills within the first two weeks of prg.</li><li>- 1 drill each calendar month</li></ul>
<b>Severe Weather</b>	<ul style="list-style-type: none"><li>- 1 drill within first calendar month</li><li>- 1 drill in January</li></ul>
<b>Earthquake</b>	<ul style="list-style-type: none"><li>- 1 drill within first calendar month</li><li>- 1 drill in January</li></ul>
<b>Lock Down</b>	<ul style="list-style-type: none"><li>- 1 drill within first calendar month</li><li>- 1 drill in January</li></ul>
<b>Bomb Threat</b>	<ul style="list-style-type: none"><li>- 1 drill throughout school year</li></ul>

### Details of facility in which the program will be provided annually

Our program will be located in the newly renovated Cloverport School building. Our campus is located in the city limits of Cloverport within walking distance for many students. Grades K-12 are located in one building with separate elementary, middle and high school halls. There are 5 sets of exterior doors, all of which remain locked during the hours of the program and are under constant video surveillance. Our doors are accessed by magnetic access cards. The access cards record the staff members who enter and exit the building. The public library is located on our campus. During program hours, the access doors from the library to the school remain locked so public library patrons cannot access the school. We have a large playground area and sports center located on our campus to which our after school program participants will have access. Our youngest students will have access to the preschool playground which is outdoors, but within the walls of the building and can only be accessed from within the school building. Our programs will take place in elementary, middle and high school classrooms as well as common areas such as the cafeteria and playgrounds.

### Transportation for Participants

Students who ride the bus are transported to designated drop-off locations. Some students can be dropped off at their door depending on the location of their home. We run a simple route through the city limits and for those students who live in areas outside of the city limits, we set up public drop-off locations at which parents meet the

bus, saving transportation cost. The 21<sup>st</sup> CCLC program will be responsible for the payment of the bus driver for our program and the Cloverport Board of Education funds cover the fuel and maintenance of the bus, as in-kind for the 21<sup>st</sup> CCLC program.

#### **Part 4: Collaboration and Partnership**

##### Coordination with Existing Federal, State and Local Programs

The success of Ace Academy can be attributed to the collaborative efforts of many programs within our school district, community, state and nation. In order to bring this kind of life changing program to our students, careful planning, continual communication and recruitment of collaborating partners has been vital. See the attached list of consortium members and details about each organization.

##### Skill building activities for parents and families of participating students

The 21<sup>st</sup> CCLC program will collaborate with Adult Education and Community Education to bring GED classes and Adult Literacy classes to the Cloverport Schools campus. This will enable many Cloverport adults to attend adult education classes within walking distance of their homes. These classes will take place weekly and by appointment with Adult Ed and Community Ed staff. In addition to these learning opportunities, the 21<sup>st</sup> CCLC program will host a 6 week skill building workshop annually in the spring for families of participating students. These courses will cover the topics of parenting, how to advocate for your child, health and nutrition, financial literacy, adult learning opportunities in our community, resume building and the interview process, and the workshops will culminate with a career/job fair in March.

##### Diversity of Perspectives

The Cloverport School District, Breckinridge Public Library, Adult Education director, FRYSC coordinator, principal, superintendent, teachers, parents and students all helped to identify local resources that could be provided to students targeted by this grant.

Nearly 15 community partners were involved in the design of our program and countless parents and students from various socio-economic backgrounds. Teacher, student and parent surveys as well as outside monitoring will continue to be consulted as a way of including the insight from many different areas in our community including low income families, foster families, working families, 1<sup>st</sup> generation college bound and transient families.

#### Ongoing collaboration with identified partners

After implementing a program of this caliber in our small community, Ace Academy is recognized by the school staff and local community as an integral and highly beneficial part of our students' school experience. We are a close knit community and our partners are exceedingly generous with their time and effort. The following partners continue to provide services, materials and are an active part of the planning and implementation, and evaluation of our program.

**Breckinridge County Public Library(co-applicant):** weekly literacy programs for K-5, monthly book club meetings for middle school, collaboration and use of facilities for adult literacy center, extended hours to accommodate the after school program.

**Breckinridge County Extension Agency:** 4-H club monthly, healthy cooking workshop series, assistance with after school archery program as requested. **Cloverport Schools**

**Food Service:** menu planning and ordering of groceries and non-food materials for CACFP program, full access to kitchen appliances, utensils and storage areas,

assistance with special event preparation in cafeteria. **Cloverport Schools Volunteer**

**program:** background checks, orientation and scheduling for after school volunteer

needs. **Breckinridge County Adult Education:** collaboration on the weekly GED

courses offered on our campus, assistance in the creation and staffing of the adult

literacy center on our campus and county-wide. **Community Education:** collaboration

in creation and staffing of the adult literacy center, assistance with after school program events, and skill building workshops for community adults. **Breckinridge County Health Department:** monthly speakers on health topics for students and collaboration with Community Ed. to provide health information to adult skill building courses. **Cloverport FRYSC:** FRYSC and 21<sup>st</sup> CCLC share one advisory council to be a clearinghouse for non-cognitive and academic enrichment after school, collaboration on after school enrichment classes including health and fitness club and art workshops, assistance with basic needs of students. **Local Retired Teachers and citizens:** assistance with reading intervention program, assistance with STEM workshops, assistance with art workshops. **Breckinridge County Homemakers:** collaboration on holiday events for students. **CACFP - USDA Food Program:** provide reimbursement for snacks and meals provided to students in the 21<sup>st</sup> CCLC program. **FUSION Gymnastics:** provide gymnastics classes weekly at a deeply discounted rate **Communicare Regional Prevention Center:** collaboration on drug and alcohol intervention strategies, smoking cessation classes. **Communicare Counseling Services:** provide students with counseling services during after school hours, assistance with leadership and confidence building workshops monthly for students involved in counseling services

#### Plan for continuing beyond grant funding

Over the years, we have discovered that charging a flat registration fee of \$20 for the year provided us with a larger sum of money in the end and less hassle each day depositing only a few dollars. Many of our families will not pay each day for their child to attend and we never turn any student away based on ability to pay. Therefore the registration fee is our solution. We have gathered about \$2000 each year since we began our registration fee program. Of course this is nowhere near what we need to run



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our program, but it is a start. We also have gained support from the school district in allowing us to use ESS funds to support our after school program with staff and supplies. By utilizing the Child and Adult Care Food Program, we are also able to provide hot meals to our students at no cost to them and only a minimal cost to the program. Volunteers are continually recruited to provide services to our students after school. This obviously eases the strain on our budget now and in years to come. Our program has strong support from our district and our community. The services provided by Ace Academy are a valued part of our school and we have used this positive feedback to gain financial support for the program from local businesses and government entities. District personnel will continue to write grants and seek funding sources as well.

#### Advisory Council

Our program will combine with the FRYSC advisory council made up of our partners, administration, staff, community members, parents and students. As a small district, we collaborate daily to provide the services to our students after school. Our shared advisory council will serve as a clearinghouse for after school services. The council meets quarterly and is responsible for project monitoring, periodic assessment, and modification of program elements. Each year, the parents and students are rotated to ensure a diverse group of people represent the school community.

#### Communication with families about individual student needs and progress

Our program will utilize what we call A.C.E. plans. The Afterschool Continuing Education (A.C.E.) plans will contain all communication with daytime teachers, afterschool teachers, parent contact, assessment data, etc. on each student who regularly attends our program. This plan will contain baseline data and record any progress made by a student so as to communicate effectively, the student progress

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and/or need for improvement with parents. During the weekly PLC meetings with daytime teachers, the project director and site coordinator will discuss individual student needs and progress. This information will drive individualized programming and keep afterschool staff abreast of pertinent information. Student led conferences are held once each semester. Students who have an ACE plan will demonstrate their progress to their family using the ACE plan, as well as daytime work, during student led conferences. If a student is found to be making insufficient progress and requires additional guidance in their academic progression through the program, contact with families will be made by phone or scheduled meeting each nine weeks or more often as deemed necessary in collaboration with daytime teachers.

#### Disseminating Information

We currently utilize various methods to communicate information with parents and students, including program hours, offered programs and services, special event dates and meeting reminders. We have had the most success with our OneCall program as well as the Remind 101 app for group messages. OneCall is used by our administrators to record a message and send that message out to all parent/student phones. Remind 101 is used much the same way, but can be more easily tailored to fit a smaller group, such as a club or specific grade. Social media is also an effective means of getting the word out about a program or event. Our school has a Facebook page as well as a Twitter account facilitated by our technology director. Information can be placed on social media by contacting our technology director. For security purposes, information by anyone other than our technology director, cannot be added to our social media accounts. We also have an Ace Academy page on our school website where the program director can list pertinent information. We also send out monthly newsletters to inform parents about what their children are involved in at school and our FRYSC

coordinator is also a valuable resource to contact families through home visits if none of the above methods of communication are successful.

## **Part 5: Program Evaluation**

### Methods for measuring the goals, objectives and outcomes

The ability of the program to effect the changes outlined in the goals, objectives and outcomes will be measured systematically as each school year progresses. These measures will be used to gauge our effectiveness using the designated timeline.

<b>Goal</b>	<b>Obj.</b>	<b>Measurements</b>	<b>Timeline</b>
<b>1</b>	1.1	MAP scores K-8	Sept. & April annually
	1.2	KPREP Scores K-12	August annually
	1.3	ACT scores 9 <sup>th</sup> -12 <sup>th</sup>	March annually
<b>2</b>	2.1	Afterschool attendance records	Each nine weeks
	2.2	Membership rosters and student employee records	Each nine weeks
	2.3	CACFP Form 17-9 – Record of Meals served	Monthly
<b>3</b>	3.1	Cayen Aplus activities documentation	Each nine weeks
	3.2	Teacher referral records (site director records)	Each nine weeks
<b>4</b>	4.1	Cayen Aplus record of teachers and program hours	Monthly
	4.2	Afterschool professional development records	Each semester
<b>5</b>	5.1	Cayen Aplus record of activities offered	Each nine weeks
	5.2	Cayen Aplus record of activities offered	Each nine weeks
<b>6</b>	6.1	Adult Education records of GED class membership	Each nine weeks
	6.2	Comm. Ed/BCPL records of Adult Lit. membership	Each nine weeks
	6.3	Cayen Aplus record of adult activities offered	Monthly

### Formal and Informal Data Sources to monitor program impact

The project director and site coordinator will utilize the A.C.E plan to monitor progress of each student within the program. The plans will contain baseline and formative data according to the timeline listed in the orange chart as well as informal and/or anecdotal findings from teachers and staff. Any progress made by a student will be recorded so as to communicate effectively with students, teachers and parents.

### Utilizing data for whole program improvement

Data received through assessments, student/parent/teacher surveys, after school attendance records and self-monitoring and outside evaluation will be gathered each nine weeks to gauge our effectiveness overall and general benefits of the program to

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our students. This data will be shared at quarterly advisory council meetings and with community partners to initiate improvement of our program as a whole.

#### Plan for inadequate student progress at mid-year measurement

Individual student plans will be discussed continuously during weekly PLC meetings, and each nine weeks, all regular attendees' A.C.E. plans will be reviewed by afterschool administration and daytime teachers to evaluate each student's progress and placement in the program. Changes to academic enrichment programs, tutoring, and the need for individualized services will be made by daytime and after school teachers to reflect the needs evidenced in the A.C.E. plans.

#### Lead evaluator and system of evaluation

The collection and reporting of data will be primarily the responsibility of the project director. Data will be collected according to the timeline in the orange chart by the director. The project director will have direct access to MAP, KPREP, STAR and ACT data as well as classroom grades, behavior and attendance through infinite campus. The data will be recorded in the Cayen Aplus system by the project director with assistance from the site coordinator. The data will also be placed in the A.C.E plan of each regular attendee to monitor individual student progress. The summary of data will be used to guide the program as a whole according to academic improvement (assessments), non-cognitive improvement (attendance, behavior) and attendance of each activity (activities driven by student choice). The advisory council and other partners will assist in the data interpretation. An external evaluator brought in by county library system will be utilized as a third party evaluator to access the program with an unbiased view.

### **Part 6: Budget**

#### Proposed activities in relation to number of students served

We propose to serve 200 students annually with 75 of those students being regular attendees.  $\$100,000/75 \text{ students} = \$1333.34$  per student annually.

#### Separate accounts for 21<sup>st</sup> CCLC funds and tracking employee time and effort

When we began our first 21<sup>st</sup> CCLC in 2011, the district finance officer setup an account specific to 21<sup>st</sup> CCLC dollars. That account is used to code all 21<sup>st</sup> CCLC items purchased and all reimbursements from 21<sup>st</sup> CCLC are credited to this account. The project director receives MUNIS reports monthly to review expenditures and deposits. There is also a separate account that was created, at the suggestion of our state auditor, to hold the funds collected from after school registration fees. These funds are also used in compliance with 21<sup>st</sup> CCLC spending requirements. Our staff complete time sheets twice each month that are submitted to our pay roll clerk at the board of education. If staff members are employed in the daytime hours as well, the employees submit separate time sheets that are labeled as 21<sup>st</sup> CCLC program hours.

#### Fiscal Resources and other funds for implementation and sustained 21<sup>st</sup> CCLC

The Cloverport Board of Education fiscal resources will be the source of our initial startup and operating costs for program operations. The board of education finance officer and school administration will oversee the project director to ensure successful management of the grant. ESS, CACFP, Title I, Adult Education, Community Education, Race to the Top and FRYSC funds will be used to supplement and collaborate with after school activities. Funds accumulated from the registration fees, volunteer contributions, local business/civic sponsorships, fundraising and future grant sources will be used to establish sustainability. See detailed budget narrative. Our district will avoid supplanting to running current programs on their current funding. Only programs that have been implemented through the 21<sup>st</sup> CCLC grant since 2011 will be funded through 21<sup>st</sup> CCLC dollars

## 21<sup>st</sup> Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2017-2018 School Year)		Year Two (2018-2019 School Year)		Year Three (2019-2020 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel	\$63,112	12,010	\$63,743	\$12,010	\$64,380	\$12,010
Fringe Benefits	\$21,805.31	\$0	\$22,023	\$0	\$22,243	\$0
*Travel (staff)	\$2800	\$0	\$2,500	\$0	\$2,500	\$0
Equipment	\$300	\$10,000	\$1,199	\$10,000	\$2000	\$10,000
Supplies/Materials	\$9,000	\$1,000	\$5,000	\$1,000	\$1,010	\$1,000
Parent/Family	\$600	\$0	\$1,000	\$0	\$1,000	\$0
Contractual	\$0	\$2000	\$2000	\$0	\$4000	\$0
Indirect Cost (not to exceed 5%)	\$1,350	\$0	\$1350	\$0	\$1350	\$0
Summer Program	\$1,032.69	\$2,500	\$1,185	\$2,500	\$1,517	\$2,500
Transportation (program)	\$0	\$6,500	\$0	\$6,500	\$0	\$6,500
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Volunteers (\$8.00/hour – in-kind only)		\$1450		\$1450		\$1450
<b>Yearly Totals Grant and In-Kind Funds</b>	\$100,000	\$35,460	\$100,000	\$33,460	\$100,000	\$33,460

**Note: Grant funds cannot be used to purchase facilities or support new construction.**  
Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

## Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

BUDGET CATEGORY – YEAR 1	AMOUNT REQUESTED
<b>1. Personnel</b>	<b>\$63,112</b>
<p>Certified Staff – 3 Staff @ \$20/hr stipend X 3hr/week X 32+4(summer)weeks = \$6,480</p> <p>Certified Reading Interventionist -\$20/hr X 8hr/week X 32 = \$5,440</p> <p>Classified Staff – 3 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = \$5,400</p> <p>Kitchen Staff – 2 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = \$3,600</p> <p>Bus Driver – 1 Staff @ 14.00/hr X 6hr/week X 32+4(summer)weeks = \$3,024</p> <p>Program Director - (Based on person with 9 years of experience with Cloverport Community Schools with experience implementing afterschool and grant-based programs.)</p> <p>- \$21.00/hr X 32hr/week X 36 weeks = \$24,192</p> <p>Site Coordinator – (Based on classified pay scale for 160 Day contract)</p> <p>- \$16/hr X 26hr/week X 36 weeks = \$14,976</p> <p><b>Justification:</b></p> <p>Personnel budget reflects the number of certified staff needed to facilitate 3 age groups daily (K-5, 6-8, 9-12) with a certified staff member (including a reading interventionist) for the daily academic enrichment activities and classified staff needed to facilitate the non-cognitive and supervisory functions during snack, supper, non-cognitive enrichment. The Site coordinator will handle all documentation including attendance, offered activities, CACFP records, sign-in/sign-out records, etc. as well as schedule, prepare for, and/or facilitate daily programming needs.</p> <p>Additional funding will be utilized for a Project Director to handle the gathering and reporting of all documentation, supervision of site coordinator, collaboration with daytime staff, facilitate advisory council meetings, schedule and/or lead professional development and supervise and ensure quality of programming.</p> <p><b>Cloverport Community Schools In-kind: Salaries for clerical assistant, financial dept., community ed., professional development coordinator, central office staff, community volunteers – estimated \$10,560</b></p> <p><b>Breckinridge County Library In-kind: Salary for Reading Coach 1hr./day x 4 days a week x 36 weeks – estimate \$1450</b></p>	
<b>2. Fringe Benefits</b>	<b>\$21,805.31</b>

<p>Certified Staff – Medicare and KTRS = <b>\$1,088.77</b></p> <p>Certified Reading Interventionist = <b>\$914.19</b></p> <p>Classified Staff – FICA, Medicare and CERS(if applicable) = <b>\$1,367.28</b></p> <p>Kitchen Staff – FICA, Medicare and CERS(if applicable) = <b>\$911.52</b></p> <p>Bus Driver – FICA, Medicare and CERS = <b>\$765.68</b></p> <p>Program Director – FICA, Medicare, CERS and Health Insurance = <b>\$10,028.13</b></p> <p>Site Coordinator - FICA, Medicare, CERS and Health Insurance = <b>\$6,729.74</b></p> <p><b>Justification:</b> All fringe benefits reflect the current rates for federal grant dollars.</p>	
<b>3. Travel (Staff)</b>	<b>\$2800</b>
<p><b>In state – Level I 21<sup>st</sup> CCLC Training - \$200</b></p> <p style="padding-left: 40px;">Aplus Data Training - <b>\$100</b></p> <p style="padding-left: 40px;">Annual Regional Meeting (Project Director and site coordinator) - <b>\$350</b></p> <p style="padding-left: 40px;">Required CACFP Meetings (USDA Food Program – Project Director) <b>\$150</b></p> <p><b>Out-of-State – Multi-State Conference (Chattanooga, TN) \$2000</b></p> <p><b>Justification:</b> Annual regional trainings will be attended by both the project director and site director. The CACFP annual training is required for participation in the program. The multi state conference will be attended by both the project director and site coordinator.</p>	
<b>4. Equipment</b>	<b>\$300</b>
<p>Repairs/Replacements to 21<sup>st</sup> CCLC I pads - \$300</p> <p><b>Justification:</b> students utilize ipads weekly for IXL, ACT prep classes and frequently need maintenance and repairs.</p>	
<p><b>Cloverport Community Schools In-Kind Equipment: sports equipment, Office equipment such as copiers, computers in labs, printers, fax, heat/air, office space, classrooms – estimate \$10,000</b></p>	
<b>5. Supplies/Materials</b>	<b>\$9000</b>
<p>WIN Learning 3 year subscription – <b>\$8,000</b></p> <ul style="list-style-type: none"> <li>- <b>Online learning program to improve ACT scores (Objective 1.3)</b></li> </ul> <p>Materials and supplies for drama program - <b>\$350</b></p> <ul style="list-style-type: none"> <li>- <b>Increase regular attendance and student choice (Objectives 2.1 and 3.1)</b></li> </ul> <p>Materials and supplies for archery program - <b>\$250</b></p> <ul style="list-style-type: none"> <li>- <b>Increase regular attendance and student choice (Objectives 2.1 and 3.1)</b></li> </ul> <p>Classroom supplies/STEM project supplies /non-cognitive enrichment (ie- art supplies, games) - <b>\$400</b></p> <p><b>Justification:</b> See objectives listed.</p> <p><b>Cloverport Community Schools In-Kind Supplies: copy paper, toner, copier use and repair - \$1000</b></p>	
<b>6. Parent/Family Engagement Activities</b>	<b>\$600</b>



6 week family skill building workshop materials - <b>\$600</b>	
<b>Justification:</b> materials including financial literacy workbooks, guides for resume and career planning, advertising expense, supplies for career/job fair, adult literacy materials, and health and nutrition materials.	
<b>7. Contractual</b>	<b>\$0</b>
<b>Cloverport Community Schools In-Kind Contractual: - Leader in Me Professional Development (Summer 2017) - \$2000</b>	
<b>8. Indirect</b>	<b>\$ 1350</b>
Cell phone - <b>\$50.00/month x 12 months = \$600</b> Postage- <b>\$100</b> Onecall Service - <b>\$150</b> Partial District Auditing Expense - <b>\$500</b> <b>Justification:</b> Cell phone is used daily to stay in contact with parents at all times. OneCall services are utilized to communicate with parents and families. A small portion of district auditing expense for auditing of 21 <sup>st</sup> CCLC accounts.	
<b>9. Summer Programming</b>	<b>\$1032.69</b>
Field Trip expense – (Broadbent Wildlife Center - \$250, Owensboro Community and Technical College STEM programs - \$400, Breckinridge Community Center Swimming Lessons - \$250) - <b>\$900</b> Summer non-cognitive enrichment (summer outdoor play – bubbles, chalk, water toys, etc.) - <b>\$132.69</b> <b>Cloverport Board of Education – food for breakfast and lunch - \$2500</b>	
<b>10. Transportation (Program)</b>	<b>\$0</b>
<b>Cloverport Community Schools In-Kind: fuel cost and bus for transportation as in-kind cost estimating approximately \$6,500</b>	
<b>11. Other (Specify and Itemize)</b>	<b>\$0</b>
<b>TOTAL REQUESTED =</b>	<b>\$100,000</b>

BUDGET CATEGORY – YEAR 2	AMOUNT REQUESTED
<b>1. Personnel</b>	<b>\$63,743</b>
<p><b>*ABOVE AMOUNT REFLECTS A 1% INCREASE OF PERSONNEL COSTS FOR YEAR 1</b></p> <p>Certified Staff – 3 Staff @ \$20/hr stipend X 3hr/week X 32+4(summer)weeks = <b>\$6,544.80</b></p> <p>Certified Reading Interventionist - \$20/hr X 8hr/week X 32 = <b>\$5,494.40</b></p> <p>Classified Staff – 3 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = <b>\$5,454.00</b></p> <p>Kitchen Staff – 2 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = <b>\$3,636</b></p> <p>Bus Driver – 1 Staff @ 14.00/hr X 6hr/week X 32+4(summer)weeks = <b>\$3,054.24</b></p> <p>Program Director - (Based on person with 9 years of experience with Cloverport Community Schools with experience implementing afterschool and grant-based programs.)</p> <p>- \$21.00/hr X 32hr/week X 36 weeks = <b>\$24,433.92</b></p> <p>Site Coordinator – (Based on classified pay scale for 160 Day contract)</p> <p>- \$16/hr X 26hr/week X 36 weeks = <b>\$15,125.76</b></p> <p><b>Justification:</b></p> <p>Personnel budget reflects the number of certified staff needed to facilitate 3 age groups daily (K-5, 6-8, 9-12) with a certified staff member (including a reading interventionist) for the daily academic enrichment activities and classified staff needed to facilitate the non-cognitive and supervisory functions during snack, supper, non-cognitive enrichment. The Site coordinator will handle all documentation including attendance, offered activities, CACFP records, sign-in/sign-out records, etc. as well as schedule, prepare for, and/or facilitate daily programming needs.</p> <p>Additional funding will be utilized for a Project Director to handle the gathering and reporting of all documentation, supervision of site coordinator, collaboration with daytime staff, facilitate advisory council meetings, schedule and/or lead professional development and supervise and ensure quality of programming.</p> <p><b>Cloverport Community Schools In-kind: Salaries for clerical assistant, financial dept., community ed., professional development coordinator, central office staff, community volunteers – estimated \$10,560</b></p> <p><b>Breckinridge County Library In-kind: Salary for Reading Coach 1hr./day x 4 days a week x 36 weeks – estimate \$1450</b></p>	
<b>2. Fringe Benefits</b>	<b>\$22,023</b>
<p><b>*ABOVE AMOUNT REFLECTS A 1% INCREASE OF PERSONNEL COSTS FOR YEAR 1</b></p> <p>Certified Staff – Medicare and KTRS = <b>\$1,088.77</b></p> <p>Certified Reading Interventionist = <b>\$914.19</b></p> <p>Classified Staff – FICA, Medicare and CERS(if applicable) = <b>\$1,367.28</b></p> <p>Kitchen Staff – FICA, Medicare and CERS(if applicable) = <b>\$911.52</b></p> <p>Bus Driver – FICA, Medicare and CERS = <b>\$765.68</b></p> <p>Program Director – FICA, Medicare, CERS and Health Insurance = <b>\$10,028.13</b></p> <p>Site Coordinator - FICA, Medicare, CERS and Health Insurance = <b>\$6,729.74</b></p> <p><b>Justification:</b> All fringe benefits reflect the current rates for federal grant dollars.</p>	
<b>3. Travel (Staff)</b>	<b>\$2500</b>

**In state – Annual Regional Meeting (Project Director and site coordinator) - \$350**

**Required CACFP Meetings (USDA Food Program – Project Director) \$150**

**Out-of-State – Multi-State Conference (Chattanooga, TN) \$2000**

**Justification:** Annual regional trainings will be attended by both the project director and site director. The CACFP annual training is required for participation in the program. The multi state conference will be attended by both the project director and site coordinator.

**4. Equipment**

**\$1199**

**Ultimaker 3D Printer- \$1199**

**Objectives 2.1 and 3.1**

**Justification:** The 3D printer will be used as an addition to the previous STEM materials and equipment purchased for our STEM classroom. Funds from our previous grant went into purchasing lego robotics, snap circuit sets, catapult and cannon building sets, microscopes and physics lego sets.

**Cloverport Community Schools In-Kind Equipment: sports equipment, Office equipment such as copiers, computers in labs, printers, fax, heat/air, office space, classrooms – estimate \$10,000**

**5. Supplies/Materials**

**\$5000**

**Read 180 materials - \$4000 (toward the district purchase of Read 180)**

- **Reading intervention program Objective 1.1**

**Materials and supplies for drama program - \$350**

- **Increase regular attendance and student choice (Objectives 2.1 and 3.1)**

**Materials and supplies for Entrepreneurship program - \$650**

- **Increase regular attendance and student choice (Objectives 2.1 and 3.1)**

**Justification:** These materials will supply our academic and non-cognitive enrichment program. The items purchased for the entrepreneurship program will vary according to the project the high school students develop.

**Cloverport Community Schools In-Kind Supplies: copy paper, toner, copier use and repair - \$1000**

**6. Parent/Family Engagement Activities**

**\$1000**

**20 Reading Horizons online licenses - \$1000**

**Objective 6.2**

**Justification:** The online licenses will assist adults in the community with literacy by allowing them to work on their literacy program from home. Reading Horizons has been purchased by year 5 21<sup>st</sup> CCLC grant funds and will be the focus of the new adult literacy center.

**7. Contractual**

**\$2000**

**WIN Learning Professional Development (1 day training) - \$2000**

**Objective 1.3 and 4.2**

**Justification:** WIN learning will be used in the after school program to improve ACT scores of high school students. The WIN learning PD will ensure we have high qualified teachers assisting students in the program.

<b>8. Indirect</b>	<b>\$ 1350</b>
Cell phone - \$50.00/month x 12 months = \$600 Postage- \$100 Onecall Service - \$150 Partial District Auditing Expense - \$300 <b>Justification:</b> Cell phone is used daily to stay in contact with parents at all times. OneCall services are utilized to communicate with parents and families. A small portion of district auditing expense for auditing of 21 <sup>st</sup> CCLC accounts.	
<b>9. Summer Programming</b>	<b>\$1185</b>
Mindworks Summer Programming Curriculum and Supplies Cloverport Board of Education – food for breakfast and lunch - \$2500	
<b>10. Transportation (Program)</b>	<b>\$0</b>
Cloverport Community Schools In-Kind: fuel cost and bus for transportation as in-kind cost estimating approximately \$6,500	
<b>11. Other (Specify and Itemize)</b>	<b>\$0</b>
<b>TOTAL REQUESTED =</b>	<b>\$100,000</b>

BUDGET CATEGORY – YEAR 3	AMOUNT REQUESTED
<b>1. Personnel</b>	<b>\$64,380</b>
<p><b>*ABOVE AMOUNT REFLECTS A 1% INCREASE OF PERSONNEL COST FROM YEAR 2</b></p> <p>Certified Staff – 3 Staff @ \$20/hr stipend X 3hr/week X 32+4(summer)weeks = <b>\$6,480</b></p> <p>Certified Reading Interventionist - \$20/hr X 8hr/week X 32 = <b>\$5,440</b></p> <p>Classified Staff – 3 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = <b>\$5,400</b></p> <p>Kitchen Staff – 2 Staff @ \$12.50/hr X 4hr/week X 32+4(summer)weeks = <b>\$3,600</b></p> <p>Bus Driver – 1 Staff @ 14.00/hr X 6hr/week X 32+4(summer)weeks = <b>\$3,024</b></p> <p>Program Director - (Based on person with 9 years of experience with Cloverport Community Schools with experience implementing afterschool and grant-based programs.)</p> <p>- \$21.00/hr X 32hr/week X 36 weeks = <b>\$24,192</b></p> <p>Site Coordinator – (Based on classified pay scale for 160 Day contract)</p> <p>- \$16/hr X 26hr/week X 36 weeks = <b>\$14,976</b></p> <p><b>Justification:</b></p> <p>Personnel budget reflects the number of certified staff needed to facilitate 3 age groups daily (K-5, 6-8, 9-12) with a certified staff member (including a reading interventionist) for the daily academic enrichment activities and classified staff needed to facilitate the non-cognitive and supervisory functions during snack, supper, non-cognitive enrichment. The Site coordinator will handle all documentation including attendance, offered activities, CACFP records, sign-in/sign-out records, etc. as well as schedule, prepare for, and/or facilitate daily programming needs.</p> <p>Additional funding will be utilized for a Project Director to handle the gathering and reporting of all documentation, supervision of site coordinator, collaboration with daytime staff, facilitate advisory council meetings, schedule and/or lead professional development and supervise and ensure quality of programming.</p> <p><b>Cloverport Community Schools In-kind: Salaries for clerical assistant, financial dept., community ed., professional development coordinator, central office staff, community volunteers – estimated \$10,560</b></p> <p><b>Breckinridge County Library In-kind: Salary for Reading Coach 1hr./day x 4 days a week x 36 weeks – estimate \$1450</b></p>	
<b>2. Fringe Benefits</b>	<b>\$22,243</b>
<p><b>*ABOVE AMOUNT REFLECTS A 1% INCREASE OF PERSONNEL COST FROM YEAR 2</b></p> <p>Certified Staff – Medicare and KTRS = <b>\$1,088.77</b></p> <p>Certified Reading Interventionist = <b>\$914.19</b></p> <p>Classified Staff – FICA, Medicare and CERS(if applicable) = <b>\$1,367.28</b></p> <p>Kitchen Staff – FICA, Medicare and CERS(if applicable) = <b>\$911.52</b></p> <p>Bus Driver – FICA, Medicare and CERS = <b>\$765.68</b></p> <p>Program Director – FICA, Medicare, CERS and Health Insurance = <b>\$10,028.13</b></p> <p>Site Coordinator - FICA, Medicare, CERS and Health Insurance = <b>\$6,729.74</b></p> <p><b>Justification:</b> All fringe benefits reflect the current rates for federal grant dollars.</p>	
<b>3. Travel (Staff)</b>	<b>\$2500</b>

<b>In state - Annual Regional Meeting (Project Director and site coordinator) - \$350</b> <b>Required CACFP Meetings (USDA Food Program – Project Director) \$150</b>	
<b>Out-of-State – Multi-State Conference (Chattanooga, TN) \$2000</b>	
<b>Justification:</b> Annual regional trainings will be attended by both the project director and site director. The CACFP annual training is required for participation in the program. The multi state conference will be attended by both the project director and site coordinator.	
<b>4. Equipment</b>	<b>\$2000</b>
Updates to laptops/other technology for program, project director and/or site coordinator - \$2000 <b>Justification:</b> Funds will be spent according to need for updates on technology equipment. During the 2019-2020 school year, the ipads, and 2 laptops purchased by 21 <sup>st</sup> CCLC century funds will be 8 years old and possibly in need of updates.	
<b>Cloverport Community Schools In-Kind Equipment: sports equipment, Office equipment such as copiers, computers in labs, printers, fax, heat/air, office space, classrooms – estimate \$10,000</b>	
<b>5. Supplies/Materials</b>	<b>\$1010</b>
Materials and supplies for drama program - \$350 - <b>Increase regular attendance and student choice (Objectives 2.1 and 3.1)</b> Classroom supplies/STEM project supplies /non-cognitive enrichment (ie- art supplies, games) - \$660 <b>Justification:</b> See objectives listed. <b>Cloverport Community Schools In-Kind Supplies: copy paper, toner, copier use and repair - \$1000</b>	
<b>6. Parent/Family Engagement Activities</b>	<b>\$1000</b>
6 week family skill building workshop materials - \$1000 <b>Justification:</b> materials including financial literacy workbooks, guides for resume and career planning, advertising expense, supplies for career/job fair, adult literacy materials, and health and nutrition materials.	
<b>7. Contractual</b>	<b>\$4000</b>
Hooked on Science Hands-on Presentation - \$2000 <b>Objective 1.1, 3.1, 5.2</b> Smekens Literacy Strategies One Day Training – \$2000 <b>Objective 4.2</b> <b>Justification:</b> Students and families will be invited to attend the Hooked on Science presentation together and increase student's exposure to STEM activities. Smekens Literacy strategies will assist staff who are working with students performing below proficiency in reading and who are enrolled in the reading intervention program <b>Cloverport Community Schools In-Kind Contractual: - Leader in Me Professional Development (Summer 2017) - \$2000</b>	
<b>8. Indirect</b>	<b>\$ 1350</b>

Cell phone - <b>\$50.00/month x 12 months = \$600</b> Postage- <b>\$100</b> Onecall Service - <b>\$150</b> Partial District Auditing Expense - <b>\$300</b> <b>Justification:</b> Cell phone is used daily to stay in contact with parents at all times. OneCall services are utilized to communicate with parents and families. A small portion of district auditing expense for auditing of 21 <sup>st</sup> CCLC accounts.	
<b>9. Summer Programming</b>	<b>\$1517</b>
Field Trip expenses - <b>\$900</b> Supplies to supplement UK Extension Agency nutritional cooking class - <b>\$300</b> Summer non-cognitive enrichment (summer outdoor play – bubbles, chalk, water toys, etc.) - <b>\$317</b> <b>Cloverport Independent Schools In-kind – food cost for breakfast and lunch during summer program. - \$2500</b>	
<b>10. Transportation (Program)</b>	<b>\$0</b>
<b>Cloverport Community Schools In-Kind: fuel cost and bus for transportation as in-kind cost estimating approximately \$6,500</b>	
<b>11. Other (Specify and Itemize)</b>	<b>\$0</b>
<b>TOTAL REQUESTED =</b>	
	<b>\$100,000</b>

**BUDGET PAGE- Continuation Applicant or Expansion Applicant**

Original Award Period (Year One) 2017-2018 School Year \$100,000 max.	Original Award Period (Year Two) 2018-2019 School Year \$100,000 max.	Original Award Period (Year Three) 2019-2020 School Year \$100,000 max.	Third Renewal Period (Year Four) 5% decrease 2020-2021 School Year \$95,000	Fourth Renewal Period (Year Five) 5% decrease 2021-2022 School Year \$95,000
\$__100,000__	\$__100,000__	\$__100,00__	\$__95,000__	\$__95,000__

## **List of Consortium Members**

- Breckinridge County Public Library: provide staff for extended library hours and enrichment activities, host Family Reading events on-site and coordinate with Public Library system offerings, assist with K-3 Reading Intervention Program
- Breckinridge County Adult Education: providing personnel to teach GED classes and literacy classes
- Breckinridge County Extension Service: Provide classes for students after school and during summer programming, provide classes for families
- Breckinridge County Community Center: provide low cost swimming pool access and lessons in summer months
- Breckinridge County Health Department: conduct health and wellness classes for students and families
- Breckinridge County Homemakers: provide volunteers for various programs including reading buddies, club sponsors and family events
- Child and Adult Care Food Program (USDA): Assist in providing healthy snack and evening meal for program participants.
- City of Cloverport Government: be a part of the advisory council and provide a voice for the community
- Cloverport FRYSC(Family Resource/Youth Service Center): assist with recruitment and enrollment of students, provide sponsors for afterschool clubs, help families in need, help distribute information regarding the 21<sup>st</sup> CCLC, survey parents/students
- Cloverport Schools Food Service: help with organization, ordering and serving of snacks and meals offered to students and families during after school activities and events.
- Cloverport Schools Volunteer program: recruit and train volunteers, conduct background checks, keep volunteer records, assist in placing volunteer parents in school activities and events



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- Communicare Counseling Services: provide counseling services for parents and students, home visits when required
  - Communicare Regional Prevention Center: teach classes, provide educational programs
  - Community Education: provide afterschool club sponsors, organization for family evening events, help in circulating information regarding the 21<sup>st</sup> CCLC
  - FUSION Gymnastics: Provides low cost gymnastics classes for all grade levels at the school campus for easy accessibility for our students.

**Cloverport Independent School District**  
**21<sup>st</sup> Century Community Learning Center**  
**Project Director**

**QUALIFICATIONS**

1. Bachelor's degree required, preferably in education or social work fields.
2. Practical experience in program planning, implementation, evaluation and successful supervisory experience preferred.
3. Experience with or education in working with families.
4. Good oral and written communication skills
5. Knowledge of community resources and how to form collaborative relationships.
6. Organizational and project management skills.

**REPORTS TO:** Superintendent

**SUPERVISES:** Site Coordinator

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinate training of Center Staff, Advisory Councils and school staff regarding the functions of the Center.
2. Report to the district and school-level Advisory Councils the progress of the Center.
3. Prepare reports, records and other documentation as required
4. Assure compliance with Federal, State and Local policy and procedures
5. Supervise and coordinate training for all Center staff.
6. Participate in appropriate professional training opportunities.
7. Assist Center in working toward the attainment of project outcomes.
8. Complete all necessary forms and monitor the 21<sup>st</sup> CCLC budget.
9. Complete all necessary paperwork and requirements for CACFP Program

**OTHER FACTORS:**

1. Annual Contract Salary - \$24,192
2. 32 hours per week, 36 weeks annually
3. Classified benefits package

**Cloverport Independent School District**  
**21<sup>st</sup> Century Community Learning Center**  
**Site Coordinator**

**QUALIFICATIONS**

1. High School Diploma required, associates in the education or social work fields preferred.
2. Practical experience in program planning, implementation, evaluation and successful supervisory experience preferred.
3. Experience with or education in working with families.
4. Good oral and written communication skills
5. Knowledge of community resources and how to form collaborative relationships.
6. Organizational and project management skills.

**REPORTS TO:** Project Director

**SUPERVISES:** Program activities, program staff and participating students

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinate training of Center Staff, Advisory Councils and school staff regarding the functions of the Center.
2. Report to the district and school-level Advisory Councils the progress of the Center.
3. Oversee day to day operations
4. Participate in appropriate professional training opportunities.
5. Coordinate direct services provided in the Center by community agencies.
6. Work with FRYSC Directors to coordinate FRYSC and 21<sup>st</sup> CCLC services.
7. Provide direct services in Center as needed.
8. Assist Center in working toward the attainment of project outcomes.
9. Be responsible for all 21<sup>st</sup> CCLC publicity and be able to represent the program at parent meetings, faculty meetings, and other community events.
10. Collaborate with the project evaluator in conducting program evaluation activities.
11. Other duties as assigned by site director.

**OTHER FACTORS:**

1. Annual Contract Salary - \$14,976
2. 26 hours per week, 36 weeks annually
3. Classified benefits package

**Cloverport Independent School District**  
**21<sup>st</sup> Century Community Learning Center**  
**Reading Interventionist**

**QUALIFICATIONS**

1. Certified Teacher
2. Minimum 5 years teaching experience
3. Strong instructional skills inclusive of oral and written communication
4. Strong collaboration skills

**REPORTS TO:** Project Director

**SUPERVISES:** reading intervention participants

**PERFORMANCE RESPONSIBILITIES:**

1. Coordinate and facilitate the K-3 reading intervention after school program
2. Collaborate with teachers individually to learn the literacy needs of students
3. Review student achievement and assist with placing students in appropriate reading intervention support services.
4. Maintain accurate and up-to-date documentation of student's progress

**OTHER FACTORS:**

1. Hourly Wage –\$20/hr x 8hr/week x 32 weeks

**Cloverport Independent School District**  
**21<sup>st</sup> Century Community Learning Center**  
**Classified Program Staff**

**QUALIFICATIONS**

1. High School degree or equivalent.
2. Practical experience working with students.
3. Experience with or education in working with families.
4. Good oral and written communication skills
5. Organizational and project management skills.

**REPORTS TO:** Site Coordinator

**SUPERVISES:** Program activities and participating students

**PERFORMANCE RESPONSIBILITIES:**

1. Participate in training provided by 21<sup>st</sup> CCLC, regarding the functions of the Center.
2. Supervise and coordinate activities for program participants.
3. Provide direct services in Center as needed.
4. Collaborate with teachers, parents, students and program director to establish goals and desired outcomes for participating students.
5. Assist Center in working toward the attainment of project outcomes.
6. Other duties as assigned by the director.

**OTHER FACTORS:**

1. Hourly Wage – \$12.50 / \$20 stipend for certified teachers
2. Hired on an as needed basis – 4 hrs/week to 12 hrs/week.
3. Classified benefits package if applicable

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## **Equitable Access and Participation Plan**

The Cloverport Independent Schools 21<sup>st</sup> CCLC will be accessible to all students attending Cloverport Independent Schools. Free and reduced lunch students and students scoring below grade level will be specifically targeted for participation in the program, however all students will be given equitable access. Our after school program will operate based on an established sliding scale fee for services. Low income families will be charged a reduced rate for services and no student will be turned away due to inability to pay. Transportation will be provided for students whose parents cannot transport them due to work schedules and lack of resources.

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.


**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection with any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Claverport Ind. School District	Ace Academy
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Keith Haynes, Superintendent	
SIGNATURE	DATE
	11-15-16



## Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21<sup>st</sup> CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

<b>Most recent year of 21<sup>st</sup> CCLC grant funding:</b> 2015-2016	<input type="checkbox"/>
<b>Grade Level Served:</b> <b>X Elementary (K-5)      X Middle (6-8)      X High (9-12)      X Adult Family Members</b>	
<b>Year of Most Recent Center Profile:</b> <u>2014-2015</u>	
Number of <b>Regular Participants</b> from most recent year's APR Center Profile: <u>68</u>	
No. of Students participating: <u>37</u> 30-59 days <u>31</u> 60-89 days <u>unknown</u> 90+ days *Use data from the most recent CCLC Center Profile report	
<b>Program Effectiveness:</b> <i>based on available data, describe the prior grant's success in the following areas:</i>	
<b>Student Improvement (academic, behavioral, social)</b>  In our latest center profile (2014-2015), 76% of our regularly attending students maintained the highest grade in reading or increased their reading grade during the school year. 54% of our regular students maintained the highest grade in math or increased their math grade during the school year. Over the last 5 years, we have had an average of 77 regular participants in our program with 43 of those being in attendance 60 or more days. Our district is K-12 on one campus with just over 400 students.	
<b>Program Improvement (objectives met)</b> <b>The following objectives were met:</b> To engage 50% of students in afterschool activities on a regular basis resulting in improved academic and social development by 2012. To increase by 75% the number of K-12 student participants who are consistently completing and submitting homework to classroom teachers by 2012. To engage 60% of participating students' families in at least two school activities annually by 2012. To involve at least 30% of participating parents per year through a combination of parenting education, special programs, and improvement classes (GED, literacy, Community Ed, etc.) by 2013. <b>The following objectives were progressed towards:</b> To increase by 25% the number of K-5 students performing at or above the average RIT score in reading and math MAP assessment by 2013 Decrease the number of K-5 students at novice level in all areas of the state assessment by 20% in 2013. To increase by 10% the number of 8 <sup>th</sup> graders performing at benchmark in math and science on the EXPLORE each funded year. To increase by 10% the number of 10 <sup>th</sup> graders performing at benchmark in math, science and reading on the PLAN each funded year. To increase by 10% the number of 11 <sup>th</sup> graders performing at benchmark in all areas of the ACT each funded year.	

# 2014-2015 Center Profile

## Cloverport Independent - Cycle 9 - Cloverport 21st CCLC

Total number of students	Site	Kentucky 21 <sup>st</sup> CCLC ES Sites
APR Year	140	21,585
Academic School Year	128	17,831

**NOTE:** Please refer to Table 1, on the back of this profile for a description of how a *grade change*, a *high grade*, and a *struggling student* were determined for your site.

2014-2015 Academic School Year Data	ES 2014-2015 Frequencies	ES 2014-2015 Percentages	Kentucky 21 <sup>st</sup> CCLC ES Sites 2014-2015
<b>Academic Year Participation</b>			
Students attending 20-29 days	17	13%	9%
Students attending 30+ days	68	53%	49%
Students attending 30-59 days	37	29%	20%
Students attending 60 or more days	31	24%	29%
Regular participants eligible for free/reduced lunch	51	75%	81%
Regular participants eligible for special education services	9	13%	13%
<b>Program Outcomes for Regular Academic Year Participants</b>			
Reading grades reported	n=53	78%	
Students who achieved high reading/ELA grades in the fall and spring	19	36%	22%
Students who increased their reading/ELA grades from the fall to spring	21	40%	32%
Students who decreased their reading/ELA grades from the fall to spring	1	2%	8%
Students who maintained their reading/ELA grades from the fall to spring	12	23%	38%
Math grades reported	n=53	78%	
Students who achieved high math grades in the fall and spring	23	43%	21%
Students who increased their math grades from the fall to spring	6	11%	31%
Students who decreased their math grades from the fall to spring	7	13%	9%
Students who maintained their math grades from the fall to spring	17	32%	40%
<b>Teacher survey reported results</b>			
Students who improved homework completion*	23	82%	85%
Students who improved their classroom participation*	20	74%	82%
Students who improved academically*	22	79%	85%
<b>Program Outcomes for Regular Academic Year Struggling Participants</b>			
Participants struggling in reading in the fall grading period	n=12	23%	
Students who increased their reading grades from the fall to spring	12	100%	61%
Students who decreased their reading grades from the fall to spring	0	0%	5%
Students who maintained their reading grades from the fall to spring	0	0%	35%
Participants struggling in math in the fall grading period	n=9	17%	
Students who increased their math grades from the fall to spring	3	33%	61%
Students who decreased their math grades from the fall to spring	0	0%	5%
Students who maintained their math grades from the fall to spring	6	67%	34%

## Program Summary and Abstract

<b>Contact Information:</b> (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) Cloverport Independent School District	Applicant DUNS# 074058041
"Primary" Contact Person Laura Shultz	Title After School Program Director
District or Organization Name (for contact person) Cloverport Independent School District	
Mailing Address (for contact person) PO Box 37	Phone 270-788-3910
City, State, and Zip Cloverport, KY 40111	Fax 270-788-6290
E-mail (for contact person) <a href="mailto:laura.shultz@cloverport.kyschools.us">laura.shultz@cloverport.kyschools.us</a>	

<b>Superintendent Information:</b> (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Keith Haynes, Superintendent	District Name: Cloverport Independent School District
Mailing Address 214 Main Street / PO Box 37	Phone 270-788-3910
City, State, and Zip Cloverport, KY 40111	Fax 270-788-6290

**Site Information:** Complete one box for each site that will provide a 21<sup>st</sup> CCLC program. **No more than two sites**

Site Name: Ace Aacademy - Cloverport Independent Schools K-12 Campus  Principal Name: Scott Adcock  Physical Site Address: 301 Poplar Street  City, State, and Zip: Cloverport, KY 40111  Site Contact Person: Laura Shultz  Site Contact Phone: 270-788-3388  Site Contact E-mail: <a href="mailto:laura.shultz@cloverport.kyschools.us">laura.shultz@cloverport.kyschools.us</a>  Schools to be Served: WNES, FFMS, FFHS- One Campus	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 50px;">Site Name</td></tr> <tr><td>Principal Name:</td></tr> <tr><td>Physical Site Address</td></tr> <tr><td>City, State, and Zip</td></tr> <tr><td>Site Contact Person</td></tr> <tr><td>Site Contact Phone</td></tr> <tr><td>Site Contact E-mail</td></tr> <tr><td>Schools to be Served:</td></tr> </table>	Site Name	Principal Name:	Physical Site Address	City, State, and Zip	Site Contact Person	Site Contact Phone	Site Contact E-mail	Schools to be Served:
Site Name									
Principal Name:									
Physical Site Address									
City, State, and Zip									
Site Contact Person									
Site Contact Phone									
Site Contact E-mail									
Schools to be Served:									

## Program Summary and Abstract

- A. **List name of each school to be served** in table below. For each school, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each <b><u>school</u></b>  • Urban (U), • Rural (R), or • Suburban (S)	List <b><u>all</u></b> grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: WNES, FFMS, FFHS (K-12 on one campus)  <input type="checkbox"/> U <input checked="" type="checkbox"/> X <input type="checkbox"/> R <input type="checkbox"/> S	K-12		Cloverport Independent School District	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	68.5%	388	75
School:  <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

**\* Must use data as reported to KDE on December 1**

**\*\*Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- ☒ Public School  
☐ Non-Public School  
☐ Community based Organization  
☐ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

Cloverport Independent School District

C. Is the applicant (school district or agency/organization) a previous recipient of other 21<sup>st</sup> CCLC funds? ☒ yes ☐ no

D. If yes: ☒ Federal ☐ State What date did (or will) award funding conclude:  
09/16 (month/year).

## SITE SUMMARY AND ABSTRACT

**Complete the following (pages 64-65) for EACH site. In case of multiple sites, copy page for each site.**

Site Name: Ace Academy - Cloverport Independent Schools K-12 Campus

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

\_\_\_\_\_

If no, why is this site not located in a school building? \_\_\_\_\_

If no, how will students be transported from school to site location? \_\_\_\_\_

B. The proposed number of students to be served daily at the site in a school year is: 45

C. The expected number of regular attendees (30 or more days) is: 75  
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.)

D. The number of adult family members (of students served) this site is proposing to serve: 30

E.. Types of adult services to be provided:

☒ activities promoting parental involvement

☒ GED training

☒ activities promoting family literacy

☐ other, describe: \_\_\_\_\_

F. Complete the following table for school year program operations at this site:

The KDE requires that 21st CCLC programs offer services **a minimum of twelve hours per week**, with

a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must be in operation no less than 120 school days and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			2:40	5:40	3
Tuesday			2:40	5:40	3
Wednesday			2:40	5:40	3
Thursday			2:40	5:40	3
Friday					
Saturday					
Sunday					

	Regular School Year	Summer	Grand Total for Entire Year (July 1- June 30)
Total # hours/day	3	6	528 hrs/year
Total # days/week	4	5	160 days/year
Total # of weeks	32	4	36
First date of operation	_ 8 / _ 14 / _ 17 _	_ 6 / _ 4 / _ 18 _	N/A
Last date of operation	_ 5 / _ 11 / _ 18 _	_ 6 / _ 29 / _ 18 _	N/A

G. ESEA Waiver Applicants: In addition to the charts above, specify beginning and ending times site is in operation during school year (during non-school hours). Please see requirements on page 27 for additional information.

	ESEA Waiver Expanded Learning Hours (if applicable) (Times of Operation)		
	Beginning Time	Ending Time	# hours before Sub-Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

H. Specify beginning and ending times site is in operation other times of the year (When school is not in session):

	Summer		Holidays		Breaks		Other, Describe*	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00	2:00						
Tuesday	8:00	2:00						
Wednesday	8:00	2:00						
Thursday	8:00	2:00						
Friday								
Saturday								
Sunday								

\*If other services are included in Chart H, describe:

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# Co-Applicant Agreement

*Cloverport Independent School District*

and

*Breckinridge County Public Library*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Breckinridge County Public Library, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Breckinridge County Public Library thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide parent workshops.
- Provide enrichment instruction for students.
- Assist with public awareness of the program.
- Provide space for daily activities as needed.
- Assist with home visits when requested by 21<sup>st</sup> Century Community Learning Centers to provide resources to families.
- Provide own transportation to and from center.
- Participate in professional development activities for staff.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.



Co-Applicant/Partner Signature

11/15/16

Date



Applicant Signature

11-15-16

Date



# Partner Agreement

*Cloverport Independent School District*

and

*Cloverport Family Resource Youth Service Center*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Cloverport FRYSC, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Cloverport FRYSC thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide parent workshops.
- Provide enrichment instruction for students.
- Assist with public awareness of the program.
- Assist with home visits when requested by 21<sup>st</sup> Century Community Learning Centers to provide resources to families.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

Gary M. Dugua

Partner Signature

11-15-16

Date

Kelly Dugua

Applicant Signature

11-15-16

Date

# Partner Agreement

*Cloverport Independent School District*

and

*Cloverport Schools Food Service*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Cloverport Schools Food Service, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Cloverport Schools Food Service thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Provide assistance with menus creation and rotation
- Place orders with food vendors in timely manner
- Provide documentation of food orders for CACFP claim
- Provide and assist with storing and rotating food stock
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

Gail Hale

Partner Signature

11-15-16

Date

Kellie Day

Applicant Signature

11-15-16

Date

# Partner Agreement

*Cloverport Independent School District*

and

*Breckinridge County Adult Education Center*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Breckinridge County Adult Education Center, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Breckinridge County Adult Education Center thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide parent workshops.
- Provide academic enrichment for adults/parents of the community
- Assist with public awareness of the program.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

Edith Jackson  
Partner Signature

11-15-16  
Date

Kell Hay  
Applicant Signature

11-15-16  
Date

# Partner Agreement

*Cloverport Independent School District*

and

*Breckinridge County Community Education*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Breckinridge County Community Education, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Breckinridge County Community Education thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide parent workshops.
- Provide assistance in Adult Literacy Center.
- Provide enrichment instruction for students and parents.
- Assist with public awareness of the program.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

   
\_\_\_\_\_  
Partner Signature

11-15-16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Applicant Signature

11-15-16  
\_\_\_\_\_  
Date

# Partner Agreement

*Cloverport Independent School District*

and

*Breckinridge County Extension Agency*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Breckinridge County Extension Agency, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Breckinridge County Extension Agency thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide student and family workshops.
- Provide enrichment instruction for students.
- Assist with public awareness of the program.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

Alyandrea Bryant

Partner Signature

11-15-16

Date

Kelley H.

Applicant Signature

11-15-16

Date

# Partner Agreement

*Cloverport Independent School District*

and

*Breckinridge County 4-H Council*

Hereby enter into an agreement to enable the applicant, Cloverport Independent School District, and co-applicant, Breckinridge County 4-H Council, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.

The Breckinridge County 4-H Council thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

- Recruit and refer students and families.
- Provide student and family workshops.
- Provide enrichment instruction for students.
- Assist with public awareness of the program.
- Review and comment on annual 21<sup>st</sup> Century Community Learning Centers local evaluation for program improvement.

It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

Alyandra Bryant

Partner Signature

11-15-16

Date

[Signature]

Applicant Signature

11-15-16

Date